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ABSTRACT

GRADES OR AGES: Grades 7-12. SUBJECT MATTER: Methods and procedures of roller skating. ORGANIZATION AND PHYSICAL APPEARANCE: The contents are divided into six areas, which are Course Guidelines, Course Description and Accreditation Standard Broad Goal, Course of Study Behavioral Objectives, Course Content, Learning Activities and Teaching Procedures, and Evaluation Plans. The guide is mimeographed and stapled with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives include knowledge of observation skills, basic skills, course content knowledge, and social and personal attitudes. Warm-up exercises, skating, lead-up games and variations, and drills and skills practice techniques are described. INSTRUCTIONAL MATERIALS: Books are recommended for teachers and students. STUDENT ASSESSMENT: Items for a skills test are suggested, and a work sheet for students to complete in 9 weeks is described. (PD)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

ROLLER SKATING

Junior High: 9.8414 (1) a,b,d,j; (2) b,c
Senior High: 9.9417 (1) a,b,c,d; (2) b,c

SP008 252

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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PHYSICAL EDUCATION

Written by

Kathy Amacker
and
Lenora Mikell

For The
DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida

1971

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Miami, Florida 33132

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C. Level of Performance: General
D. Suggested Prior Experiences: None
E. Subject Status: Elective
F. Length of Unit: 9 weeks
G. Fee: According to Skating Rink
H. Recommendation: School Insurance

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ROLLER SKATING

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II. COURSE DESCRIPTION AND ACCREDITATION STANDARD BROAD GOAL

Junior High: 9.8414 (1) a, b, d, j
Senior High: 9.9417 (1) a, b, d, j

A. Description

General roller skating is designed to teach the methods and procedures of roller skating in order that students attain a sufficient level of balance, speed, skill, agility and performance to enjoy the sport as a lifetime sport in a school and leisure time situation.

B. Methods and Evaluation

The course will consist of lectures, practices of skills presented, viewing of films and filmstrips, class participation at the school and at a skating rink. Evaluation will involve written tests and skill tests as well as teacher observation of basic skills and social development.

C. Areas of Concentration

Class periods will be devoted to the mastery of skills understanding of the rules, regulations and techniques of roller skating, development of techniques using strategy and tactics, and opportunity to play in class competition and tournaments.

III. COURSE OF STUDY BEHAVIORAL OBJECTIVES

A. Observation Skills Objective: 40% of Unit Grade

1. State Accreditation Standard: Junior High 9.8414 (2) (b)
Senior High 9.9417 (2) (b)

Each student will demonstrate his ability in basic roller skating skills, strategy, and tactics which will be practiced and developed in class periods by means of game play and drill activities. The majority of students will display sufficient ability to balance while moving on skates and develop competencies described in the identification of each skill listed in the course content. Each student's progress and performance in the skills listed will be evaluated by teacher judgment by observation, skill test, check list and participation.

a. Balance
b. Speed
c. Endurance
d. Basic strategy
e. Footwork
f. Skating forward
g. Skating backward
h. Turning

2. State Accreditation Standard: Junior High 9.8414 (2) (c)
Senior High 9.9417 (2) (c)

At least 75% of the students will be able to demonstrate the proficiencies listed in 1. a.-h.

B. Basic Skills Objective: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8414 (2) (b)
Senior High 9.9417 (2) (b)

All students will participate and be graded in the necessary skill tests and the majority of the students will achieve an average or better score. These tests will be set up and administered according to the scoring and procedure specifications listed by authoritative sources.

a. Balance
b. Speed
c. Endurance
d. Agility

2. State Accreditation Standard: Junior High 9.8414 (2) (c)
Senior High 9.9417 (2) (c)

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a.-d.

C. Course Content Knowledge Objective: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8414 (2) (b)
Senior High 9.9417 (2) (b)

All students will respond to an objective test in roller skating and the majority of students will achieve an average or better score. The tests will be based on the General Roller Skating Quinmester Unit course content and class discussion. The written test will include some question in all of the following areas:

a. History
b. Safety procedures
c. Rules of play
d. Terminology
e. Correct care and use of roller skates

2. State Accreditation Standard: Junior High 9.8414 (2) (c)
Senior High 9.9417 (2) (c)

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a.-e.

D. Social and Personal Attitudes Objectives: 20% of Unit Grade

1. State Accreditation Standard: Junior High 9.8414 (2) (b)
Senior High 9.9417 (2) (b)

Social and personal attitudes displayed by all students will be evaluated by observation, checklist, and/or annotation by the teacher throughout the entire unit. The teacher will motivate an atmosphere wherein the majority of the students will respond to this development and exhibit desirable behavior. This evaluation will be based on the following social and personal attitudes:

a. Alertness to class procedure and activities
b. Fairness to other students and teachers
c. Good sportsmanship
d. Emotional control
e. Consideration of others
f. Playing courtesies
g. Willingness to participate regardless of degree of skill

2. State Accreditation Standard: Junior High 9.8414 (2) (c)
Senior High 9.9417 (2) (c)

At least 75% of the students are able to demonstrate the proficiencies listed in 1. a.-g.

IV. COURSE CONTENT

A. History of Roller Skating
(This section may be duplicated for distribution to students.)

Roller skating became a popular year round pastime with the American invention of the "rocking skate," a skate that would perform as well as or better than anything on runners. This rocking skate was invented and patented in 1863 by James Leonard Plimpton of Massachusetts and New York. He was known as the Father of Modern Roller Skating. His skate had two sets of parallel wheels, one pair under the ball of the feet, the other under the heel.

B. Terminology

1. "And" Position. A position used when stroking from one foot to the other, when the new foot takes its place on the floor close to and parallel with the old foot, with the wheels laterally in line
2. Apex. The top or bottom point where the long axis passes through a circle
3. Bilateral Balance. The ability to skate curves or edges equally well on either foot
4. Border Dance Pattern. A pattern that does not prescribe the precise placement of edges on a skating surface, but generally follows the contour of the skating surface
5. Bracket. A counteredgewise one-foot turn
6. Changedge. Adjusting the lean of the body at the conclusion of an arc to produce a continuing trace of an arc in the opposite direction
7. Chase. An edge that takes place on the floor alongside the old foot in the "and" position and does not progress past the toe of the old foot
8. Circle Eight. A figure traced on the floor containing two circles of equal diameter and tangent at one point
9. Clockwise. In the same direction as the hands of a clock normally travel (right)
10. Counterclockwise. In an opposite direction to the movement of the hands of a clock (left)
11. Counteredgewise. Against the direction of the curve being traced
12. Cusp. An indentation from a curve which results when a one-foot turn is executed
13. Direction of Travel. The direction in which the body is traveling, regardless of the facing of the body
14. Edge. The curve that results from leaning the majority of the weight on one or the other side of the skate while in motion
15. Edgewise. In the same direction as the curve being traced

16. Employed foot and side of body. The foot which is actually in contact with the surface and employed in the job of supporting the weight of the skater and the side of the body over that foot
17. Free foot and leg. The foot that is in the air and not in contact with the surface
18. Footwork. A blend of a series of strokes and combinations of various turns, both one-foot and two-foot
19. Item. Any spin, jump or other movement
20. Jump. A leap into the air from any edge to any edge
21. Leading. A position in the direction the body is traveling; a skater in front of a race
22. Mohawk turn. A two-step turn from forward to backward or backward to forward
23. Pattern. A diagram showing the basic curvature, the musical value, and the proportionate relationship of individual edges
24. Primary rotation. A rotation to position the arms, shoulders and free leg in preparing for a turn
25. Purist. One who advances to the highest level and standard of the sport
26. Rear of body. The back of body regardless to direction of travel
27. Rockover. A preparation of a change of lean to the edge of a stroke
28. Sea legs. The ability to stroke from one foot to the other without losing balance
29. Set Pattern Dance. A dance that prescribes the precise placement of all its edges on a skating surface
30. Skating foot. The foot which is in contact with the surface and employed in the job of supporting the skater's weight
31. Spin. A series of rotations of the skate
32. Subcurve. An illegal deviation from the true curvature of a circle or arc
33. Toe point. Movement of the free leg during which the leg is extended fully; the skating knee is bent to lower the free foot enabling one wheel to touch the floor
34. Three-turn. An edgewise one-foot turn
35. Tracing. Arrangement of the individual arcs of a figure around the crossing point of the long and short axis of a figure
36. Trailing. Position opposite the direction of travel; skater who is behind another in a race
37. Transition. Act of changing the weight from one foot to the other at the beginning of an edge

C. Description of Roller Skating

One can participate inside or outside when roller skating, but it is usually participated in within a skating rink. It is a popular coeducational sport, and the entire family may enjoy this activity as a leisure time entertainment. Roller skating is a sport for both enjoyment and competition. The student gains knowledge and understanding and learns the basic techniques of correct backward and forward skating, turning and stroking to music. Afterwards, he should have the ability to handle himself around a skating rink and progress to skating figures, dancing, speed skating and roller hockey.

D. Playing Courtesies

1. Respect the rights of other skaters
2. Show consideration al all skaters
3. Skate in the direction of others
4. Refrain from horseplaying while skating
5. Try not to skate beyond the extent of your ability
6. Wait for instructions before trying any new skating techniques

E. Social and Ethical Values

1. Roller skating is a leisure time activity which can be enjoyed and participated coeducational, girls, boys, or in a family gathering

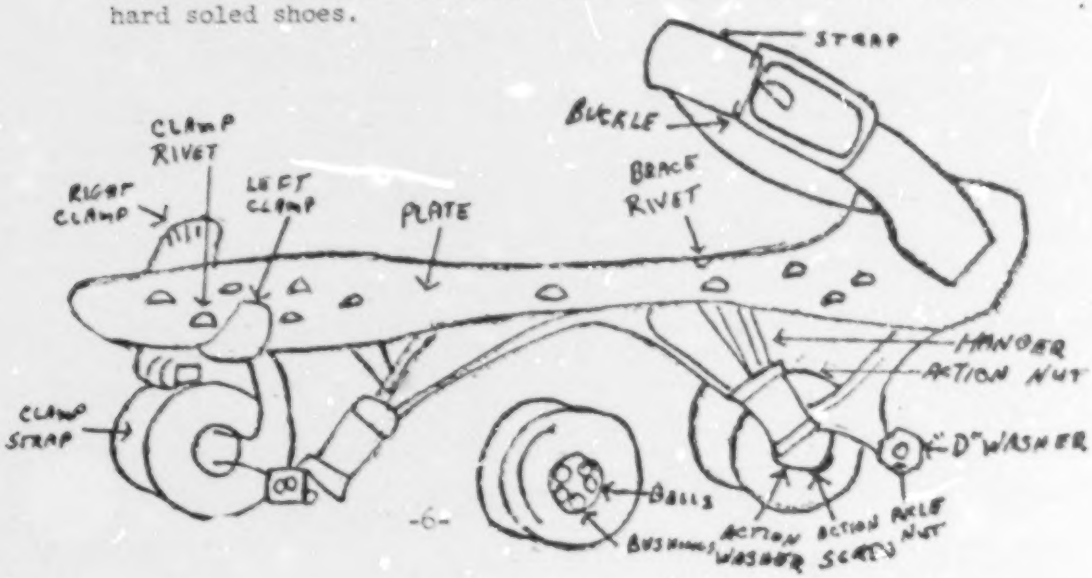
2. It is a highly adaptable sport for indoor or outdoor play, fast or slow, for young, old, fat or thin and beginners or extremely skilled players

3. As skills increase, it becomes an excellent means for building dance, speed, endurance, agility, power and coordination

F. Equipment, Area and Care

1. Equipment

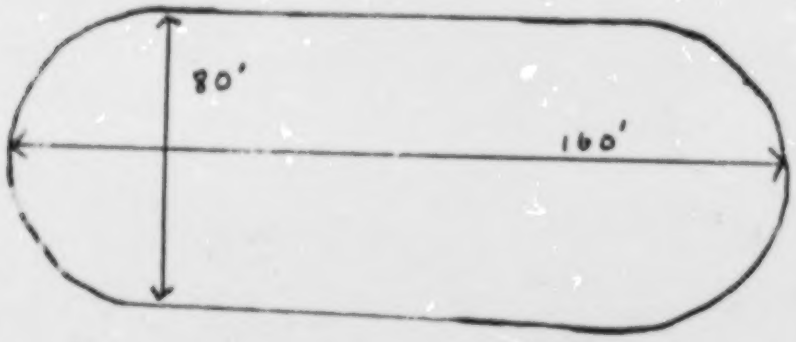
a. Clamp-on Skates -- Skates should be selected according to shoe size. They should be adapted and adjusted to your own skill and capabilities. This type of skate works best with hard soled shoes.



b. Shoe Skates -- Shoe skates are more expensive than clamp-on skates and are usually preferred by roller rink operators and most skaters. They may be rented at the roller rink or purchased at sporting goods stores and at many roller rinks.

2. Area

Rink -- Within the skating rink, the width is usually one-half the size of the length. i.e. 160 length and 80 width



3. Care

a. Keep skates clean
b. Check unusual noise or bumps
c. Oil wheels three times a year

G. Safety Procedures

1. Do skating warm-ups before participating
2. Skate slowly at first
3. Do not stop at the rail on skating floor
4. Do not sit on rails
5. Show consideration to all skaters
6. If you fall, try to get up immediately
7. Skate in correct direction
8. Do not go under rails
9. Keep all foods and drinks off floor

H. Rules and Regulations

1. All skaters skate in the same direction during regular rink skating.

2. No food, drink or other obstacles are to be taken on the roller rink floor.

3. All roller skating rinks have rules and regulations that are made for their particular area. These are to be obeyed and followed.

4. Spins and other fancy skating movements should be done away from other skaters to avoid accidents.

5. Do not stop in the middle of the rink.

6. Get on and off the floor by way of the entrances and exits, not under the rails.

7. Have consideration and show courtesy toward others.

I. Techniques and Fundamentals

1. Forward Skating -- Skating is the opposite of walking and is best described as walking like a duck. The weight must always be evenly distributed over the middle of the skate.

   The following are some good points to know for proper balance and posture in the forward skating position:

   a. Head up
   b. Shoulders back and back straight
   c. Arms out to the sides no higher than waist
   d. Hips straight ahead
   e. Right leg bent slightly at knee
   f. Left leg extended back
   g. Left toe pointed out and down

   Stand at the rail and practice holding this position until you are able to balance on one foot. When balance is acquired turn loose of the rail and place left foot on the floor next to the right foot. Shift the weight to the left foot and push the right foot to the side. Lift the right leg and shift the weight to the left leg. At first make the strokes short and slow. Do not bend at the waist, twist the shoulders or swing the arms. Glide - do not walk.

   Most skating is done on edges. In cutting an edge, the weight is in the direction ~~you~~ want the edge to go. Never bend at the waist.

2. Stopping - T-Stop -- To stop put the free foot on the floor at a right angle behind the foot being skated on. Gradually apply pressure to the free foot until you slow down and stop. This can be done with either foot.

3. Backward Skating -- Stand facing and holding the rail and push away keeping balance and gliding. This can also be done with a partner pushing you backwards slowly. Do not lean forward, bend at the waist or sit over your skates. Keep feet fairly close together.

   After gaining balance, put the weight over one foot without raising the other from the floor. Then rock back to the other foot. Repeat.

   When rocking to the other foot put the weight over one skate and lean to that side, push against the inside of the skate and then raise it a little from the floor. Repeat with the opposite foot.

4. Mohawk (forward to backward turn) -- This is a two foot turn from front to back. Skate forward on a right inside edge with the right shoulder forward and left leg back. Place the left foot on the floor next to the inside of the right foot, near the instep.

   The weight should be on the left inside back. The right shoulder is rotated from a forward position is now back for the backward edge. It will then return to a square position. All rotations should be smooth and graceful. It should start when the turn starts, not before, and not after.

5. Mohawk (back to front) -- This is very similar to the front to back Mohawk. Skate backwards on a right outside edge with the left shoulder toward the back. Skate on the left foot close to the heel of the right foot. The left shoulder should be forward while in the forward edge.

6. Skate Dance Positions (see diagrams)

   a. Closed position
   b. Side position
   c. Scissors position

SKATE DANCING POSITIONS

CLOSED

SIDE

SCISSORS

V. LEARNING ACTIVITIES AND TEACHING PROCEDURES

A. Warm-up Exercises

1. Duck Walk on Skates

Body Areas: feet, legs, thighs
Position: Squat with hands on waist.
Procedure: Start with class on rink, squatting. Have students walk backward and forward on skates, keeping their backs straight.

2. Body Bounce

Body Areas: waist
Position: Side stride position
Procedure: 4 counts--bounce forward touching toes
4 counts--to right with right hand on hip and left hand extended over head
4 counts--to left with left hand on hip and right hand extended over head
4 counts--back and both hands on hips while locking up
Variation: Hands on hips--bounce forward, both sides, and back to 4 counts

3. Lunge

Body Areas: thighs, hips
Position: Stand, lean forward with weight over forward foot, other leg extended behind
Procedure: Bounce 4 times on forward leg.
Variation: Change body direction.

4. Way Back

Body Areas: hamstrings, waist
Position: Stand erect, hands on hips.
Procedure: Count 1--bend over and touch toes
Count 2--return to starting position
Count 3--lean back, throwing arms over head
Count 4--return to starting position

5. Alternate Leg Thrusts (single leg squat thrust)

Body Areas: legs, hips, arms
Position: Front leaning, left leg extended back, right foot inside right hand in a squat position
Procedure: Alternate position of the feet in a running pattern. Count 1 and 2.

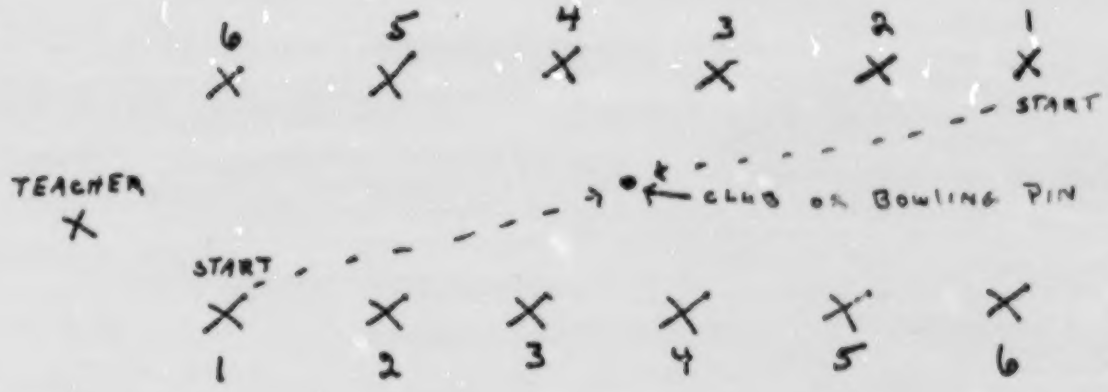
6. Free Skating

All skate for fifteen minutes. This gives the skater time to warm up and adjust to the skates as all skates work differently.

B. Skating Lead Up Games and Variations

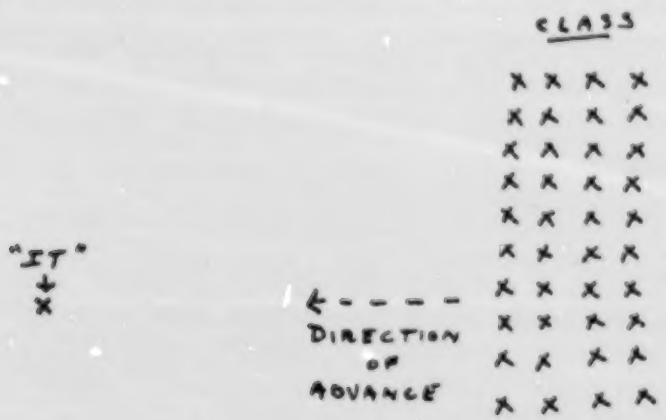
1. Clubsnatch--This game is designed for large group play. The class is divided evenly into two teams. Each player will count off remembering his or her number. The club or bowling pin will be placed in the center between the teams. The teacher will stand at one end of the groups to call out the numbers. When a number is called, both skaters with the number skate out toward the club trying to gain possession of it. The skater getting the club then tries to return to his or her original position without being tagged by the opponent. If the skater returns successfully to his or her position, that team is awarded one (1) point. If tagged before returning, no score is awarded to either team. This continues until each skater has the opportunity to try to obtain the club. At the end of the class period, the team with the greatest number of points is declared the winner.

Example:



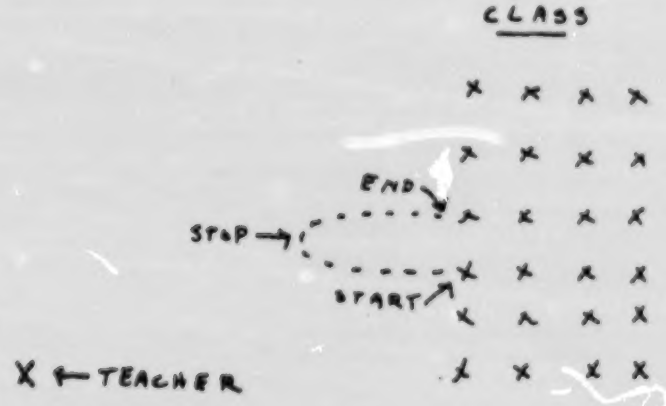
2. Red Light--This is a game of stop and go. The skaters will stand at one end of the rink with "IT" at the other end. On the signal go, "IT" will begin to count. Her back will be to the other skaters. The skaters will begin to skate toward her. She will then call out "RED LIGHT." Turning to face the class, "IT" will eliminate any skater she sees in motion. This will continue until most of the class is out. Then someone else will become "IT."

Example:



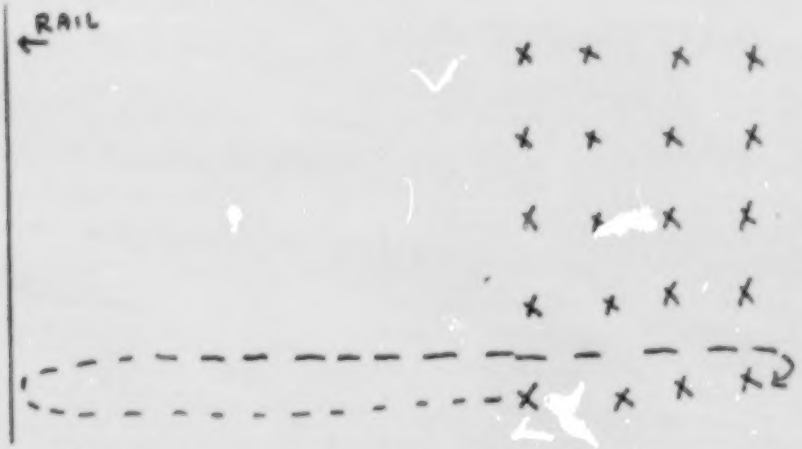
3. Whistle (Stop) Game: Change of Direction--This is a game of stopping and changing direction. Skaters will line up at one end of the rink. The teacher may stand anywhere she desires as long as she is out of the path of the skaters. On the signal "go," the class will begin skating and when the whistle is blown, they will stop and begin skating in the opposite direction.

Example:



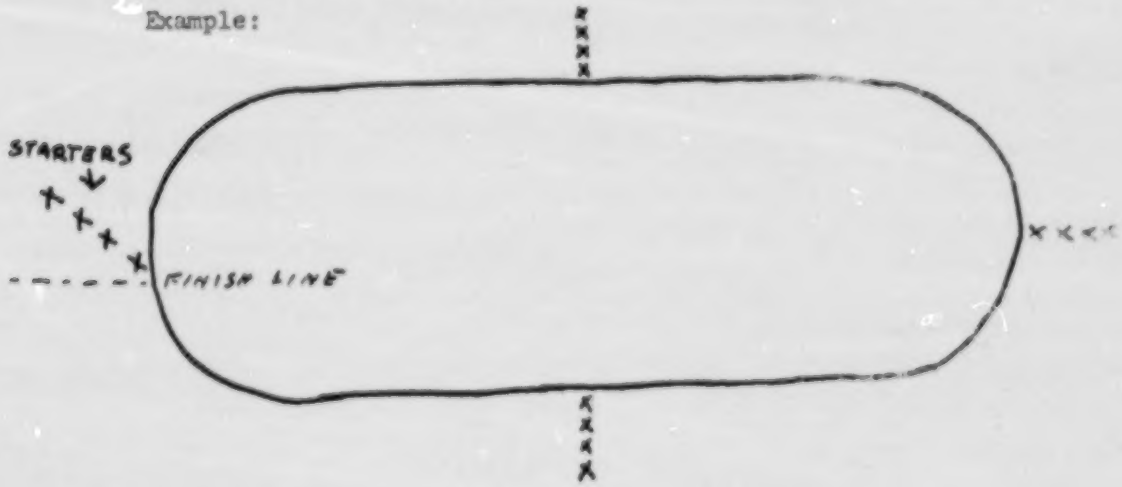
4. Skating Backward (relay)--This is a game of skating backward and forward with speed. The skaters will stand with their backs to the head of the rink in teams of four or more lines. On the signal "go," the first skater in each line will begin to skate backward. When the skater touches the rail, they skate forward. Going back to their line, they will tag the skater behind them. This will continue until all skaters will have had the opportunity to skate backward.

Example:



5. Four (4) Team Relay (around the rink)--This is a game similar to the 440 relay in Track and Field. Skaters will be stationed around the rink the same as they would be around a track field for a relay with batons in the lead skater's right hand. On the signal "go," the lead skater will skate toward the second skater handing off the baton, the second toward the third giving the baton and the third toward the fourth or anchor skater to bring the baton across the finishing line to determine the winner.

Example:

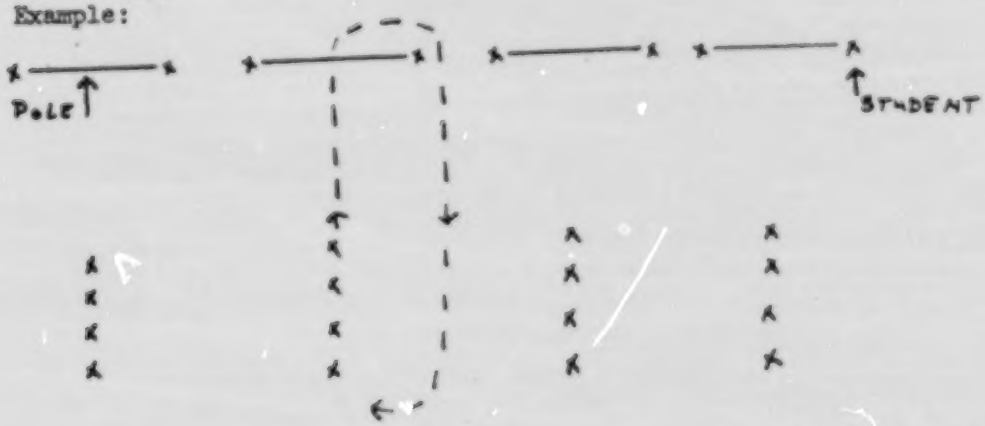


6. Hokey Pokey--This is a very simple dance performed to music. The skaters will form a circle around the rink. To the tune "Hokey Pokey," they will perform the dance.

Example:

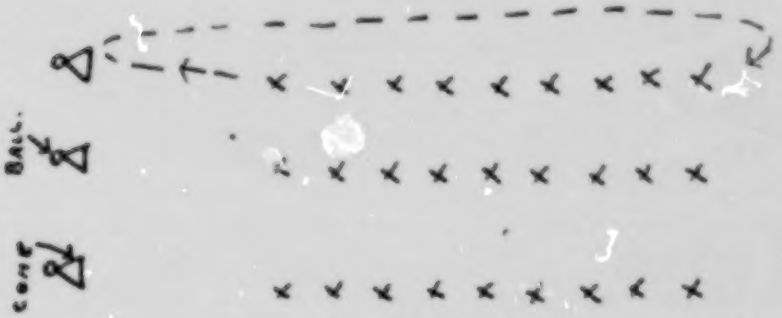
7. Limbo--This dance is similar to the native dance of the same name. Have class with skates on line up at one end of the rink. At the center of the rink have four poles with two (2) students holding each pole. Then on the signal "go," the skaters will skate under the pole first in an upright position. After each one has gone under the poles, the poles will be lowered.

Example:

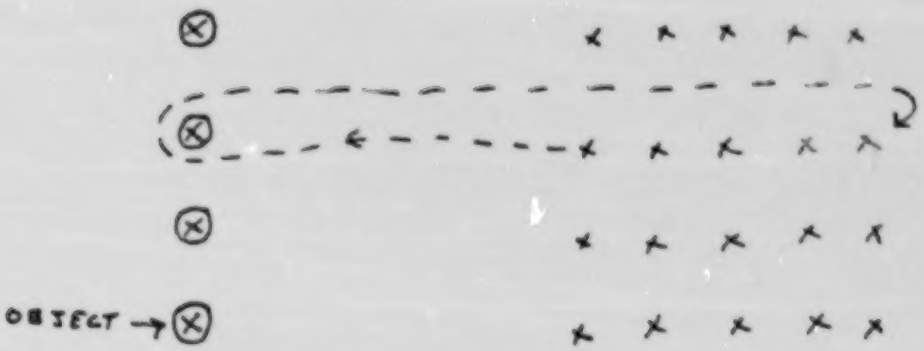


8. Relay (Pool ball on cone)--This is a game of speed and balance. Line cones at the center of the rink. Class will line up equally behind each cone. The leader in each line will hold a pool ball in their hands. On the signal "go," the leader will skate to the cone placing the ball on the cone, then skate back to the line tagging the next skater and going to the end of that line. The next skater will skate to the cone picking the ball up and skating back handing the ball to the next skater. This will continue until all skaters have had an opportunity to skate to and from the cone. If a skater should drop the ball, he will have to pick it up and begin skating again.

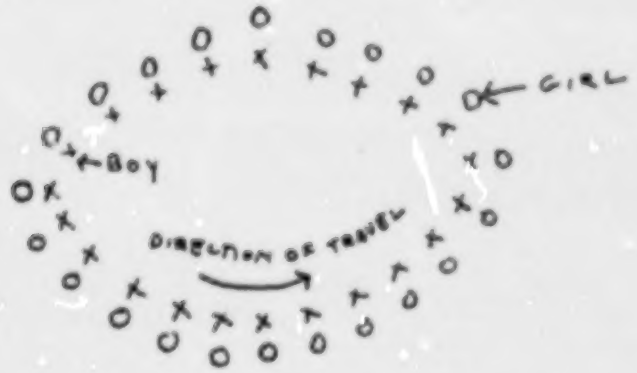
Example:



9. Hot Rod--This game determines balance and speed. Skaters will line up in groups behind a restraining line with a partner. One partner will bend down from knees, the other will stand behind with hands on shoulders of partner. On the signal "go," the partner standing will skate pushing the other down the rink around an object and back to place. This will continue until all skaters have had an opportunity to push or be pushed around the object and back.



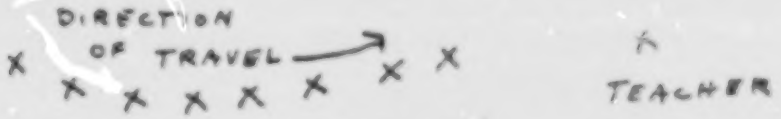
10. Exchange Partner--This game is designed so that each skater will have an opportunity to meet new skaters. The class will form double circles with the boys on the inside and the girls on the outside. When the music starts, the skaters will skate counterclockwise in a skating position. When the music stops, skaters will stop and face each other; boys will bow; girls curtsy, introducing themselves. After this, the girls will stay in their position and the boys will move to the girl on his left. The dance will then begin again. This will continue until each boy has an opportunity to meet the girls.



11. Trio Skating--This is another exchange of partners dance. Three people form a group, either two boys and a girl or two girls and a boy. The odd person is in the middle. All groups will form a circle around the floor. When the music begins, all skaters start around the rink in the same direction. When the signal is given all those in the middle position will leave their partners and skate to the middle position of the couple ahead of them. Skating is then continued with the new set of partners until the signal is again given and a change of partners is made again. The middle skater will have to skate faster than the rest of the people in order to catch his new group.

12. Bunny Hop--A simple dance performed to music. The lead skater will have her hands on her waist; the others will have their hands on the waist of the skater in front of them. To the music of the same name (skaters in a line), the skaters will then kick out twice to the right and twice to the left; then hop once forward and once backward and then three times forward. After this the dance will begin again repeating all of the above steps.

Example:

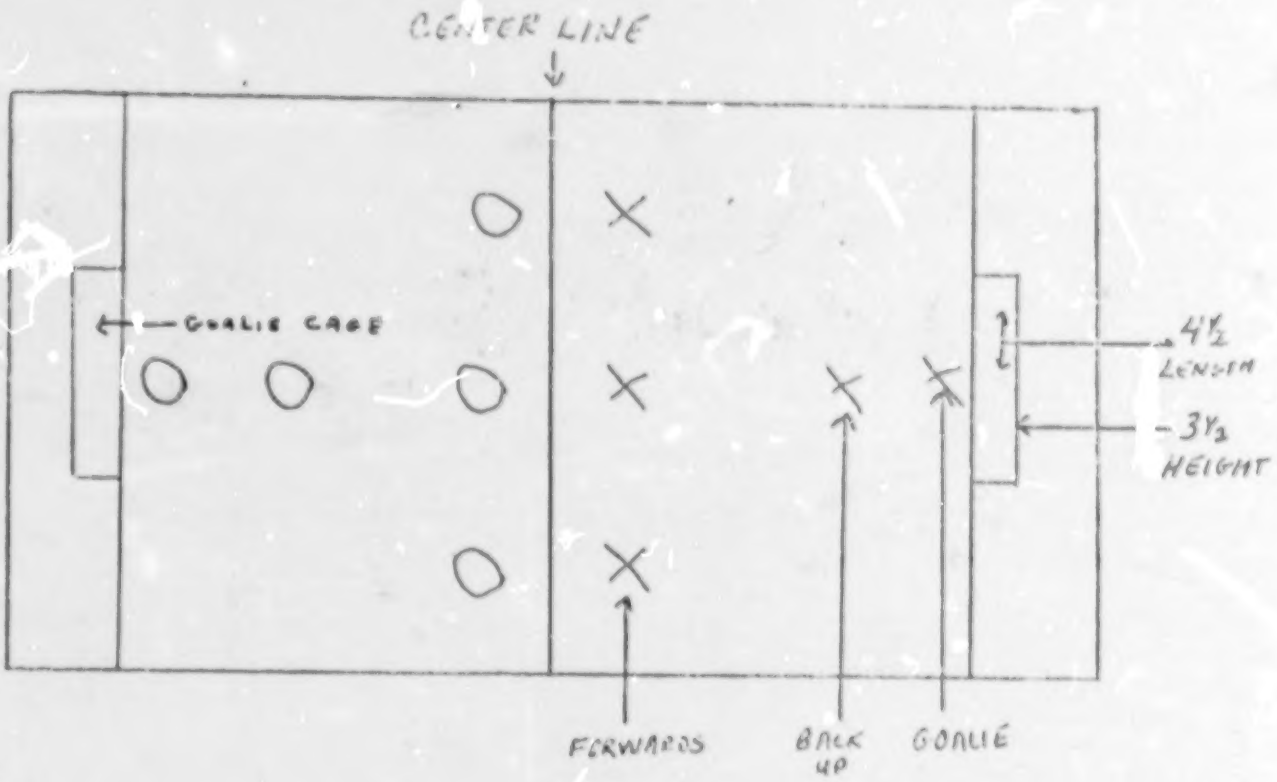


13. 4 Corners--As the music starts all skaters are to skate around the rink. When the music stops all skaters are to skate to the nearest corner and remain there. The leader in the center of the rink will spin a bottle (or bowling pin). The people in the corner closest to which the bottle is pointing will be eliminated from the skating floor. The music begins again and all the remaining groups again begin to skate. This will continue until there is only one or a few skaters left to determine a winner.

14. Colored Flags--This is similar to 4 Corners. If you happen to stop under a flag whose color is called out by the leader when the music stops you are eliminated from the skate floor. In order to play this game a number of different colored flags must be hung around the roller skating rink.

15. Race--This game is designed for fun and speed. The class will be divided into small groups for competition. When the whistle is blown, the first group will skate twice around the rink. After the first group has completed its turn, the second, third and fourth groups will skate. The winner from each group will then skate around the wink to determine class champion.

16. Roller Hockey--This game is for the more advanced skaters and equipment must be available. Needed are roller hockey sticks, a round cork ball, shin guards, helmets, a goalie cage and floor markings. A team consists of 5 players; 3 forwards, 1 back-up, and a goalie. The game is started with a face-off (hitting sticks together three (3) times) in the center of the floor between two opposing forwards. The object of the game is to shoot the ball into the opponent's goal cage. Each goal is one point. There are two (2) fifteen (15) minutes halves with a five (5) minutes half time. After each goal, game starts again with another face-off on the center line.



C. Drills and Skills Practice Techniques

1. Forward Skating

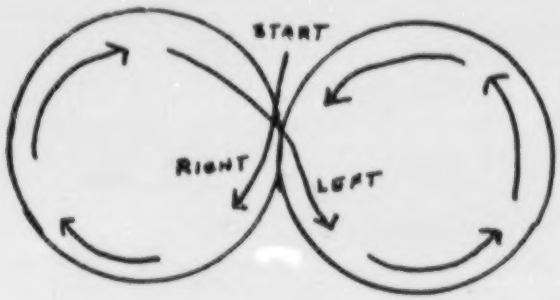
Skaters stand at the rail and hold the forward skating position until able to balance on one foot without holding onto the rail.

2. Dance Skating Techniques

a. Body straight without being stiff; never look at the floor.
b. Rotate correctly; don't stop your partner's rotation.
c. Whenever possible track your partner.
d. Let all of the rise and fall in your body movement come from the knees. Don't sit on your skates.
e. The leading arms, no higher than the shoulder or lower than the waist, should never go limp.
f. Make sure your take-offs are close.

3. Figure Eights (or ROF-LOF Circle Eight)

Trace the figure eight on one foot over the first part of the eight then change feet and trace the other half of the figure eight with the other foot. When necessary to gain more speed you may use the free foot to push with.



4. Mohawk Turn Drill

Get your balance by supporting yourself with the rail. Hold onto the rail and then lean away from it. Put the backs of both heels together, keeping the legs and spine in a straight line. Do not bend the hips. Then put stretching pressure on the muscles of the ankles and legs by squeezing the big toes toward the floor. Hold this pressure steady for fifteen seconds at a time. Relax and repeat. This drill can be done either with or without skates.

5. Edges--Leaning will produce a curve called an edge. All skating is done on edges, either an outside or an inside edge. A good lean is holding the ear, the shoulder, the hip, and the ankle in a straight line while leaning the body sideways toward the floor. An outside edge is having the majority of the weight on the outer side of the foot, causing it to curve toward the right foot. An inside edge is having most of the weight on the inner side of the foot, causing

it to travel a curve the center of which is to the left of the right foot and the right of the left foot. Never aim straight ahead or have weight evenly divided over all wheels equally--this is flat skating.

LEAN OF THE BODY

Bad Lean

Bad Lean

Good Lean

No Lean

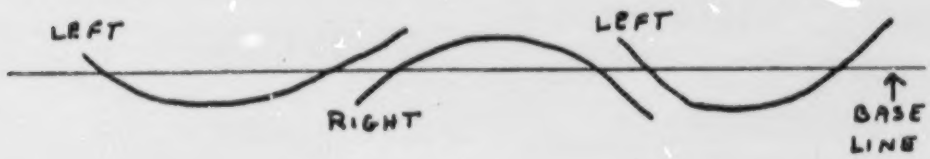
6. Diagram of the aim of the skate in skating an edge.

Incorrect
This is flat skating

CORRECT

7. Skating Edges

An exercise for practicing edges is to draw an imaginary baseline along the straightaway and practice edges starting and stopping on the baseline. This is called edge running.



D. Suggested Structure of Activities

The purpose of the following grouping of material is written strictly as a point of reference. Teacher preference, rink facilities, group ability and group progress should dictate the sequence of presentation.

1. Introduction to Equipment

   a. Skates
   b. Rink

2. Fundamental Skills

   a. Forward skating
   b. Stopping
   c. Backward skating
   d. Mohawk turn

3. Presentation of Game

   a. History
   b. Sport description
   c. Safety procedures
   d. Skating courtesies
   e. Social values

4. Rules and Regulations

   a. Skating rink rules
   b. Terminology

E. Recommended Resources for Teachers

(Note: The following lists are not exhaustive, nor are they intended as recommendations for purchase. Each teacher should preview and evaluate materials before using them. Titles of films and filmstrips that may be ordered from Dade County Audio-Visual Services are followed by catalog numbers. Forms for ordering these materials may be obtained from the school's audio-visual representative.)

1. Books

a. Miller, Bob. The Fine Points of Freestyle and Roller Skating in General. Clark Brothers, 1964.

b. Muller, George and Elisbeth. Original Skate Dances. Detroit: Roller Skating Rink Operators Association of America. (Diagrams of skate dances by the greatest contemporary composers. Can be purchased by writing to the R.S.R.O.A. for $1.00.)

c. O'Neill, Edward R. Roller Skating. New York: The Ronald Press Company, 1960. (Elementary techniques for figure, dance, freestyle and speed skating. Can be purchased from the R.S.R.O.A. for $2.95.)

d. Rawson, Perry B. Art of Plain Skating. Detroit: R.S.R.O.A., 1960. (Basic instruction in roller skating technique. Price $.30)

e. Rawson, Perry B. Art of Skate Dancing. Detroit: R.S.R.O.A., 1960. (Fundamentals of skate dancing. Price $.55)

f. Rawson, Perry B. Skate Dance Shortcuts. Detroit: R.S.R.O.A., 1960. (Advanced dance skate technique for the skate dancer. Price $1.05)

g. R.S.R.O.A. Roller Skate Dancing. Detroit: ed. V, R.S.R.O.A., 1969. (All tests and competition dances and up-to-date rules. Price $1.25)

h. R.S.R.O.A. Roller Figure and Free Skating. Detroit: edition III: R.S.R.O.A., 1969. (Price $1.00)

i. R.S.R.O.A. Roller Speed Skating. Detroit: edition III: R.S.R.O.A., 1969. (Official RSROA speed skating information, latest records. Price $1.25)

j. R.S.R.O.A. Rules of Roller Hockey. Detroit: R.S.R.O.A., 1970. (Official complete rules of roller hockey. Price $.75)

k. R.S.R.O.A. What's the Score? Detroit: edition II: R.S.R.O.A., 1970. (Complete rules scoring. Price $1.00)

l. R.S.R.O.A. Skate Dance Diagrams. Detroit: R.S.R.O.A., 1970. (Price $.55)

m. Tunis, John R. Sport for the Fun of It. New York: The Ronald Press Company, 1958.

All the books listed with a price next to them can be purchased from the following address. The price is subject to change as new editions are revised and area prices are renewed. Roller Skating Rink Operators Association of America, 625 West Seven Mile Road, Detroit 3, Michigan.

2. Roller Rinks in Miami

a. Hialeah Roller Rink	500 West 29 Street	887-9812
b. Opa Locka Roller Club	2591 Ali-Baba Ave.	688-2489
c. Sunland Roller Rink	9255 Bird Road	221-1331

F. Recommended Resources for Pupils

1. Study Guide (course content)

2. Books--Check School Library

a. Miller, Bob. The Fine Points of Freestyle and Roller Skating in General. Clark Brothers, 1964.

b. O'Neill, Edward R. Roller Skating. New York: The Ronald Press Company, 1960

c. Tunis, John R. Sport for the Fun of It. New York: The Ronald Press Company, 1958.

VI. EVALUATION PLANS

A. Skills Tests

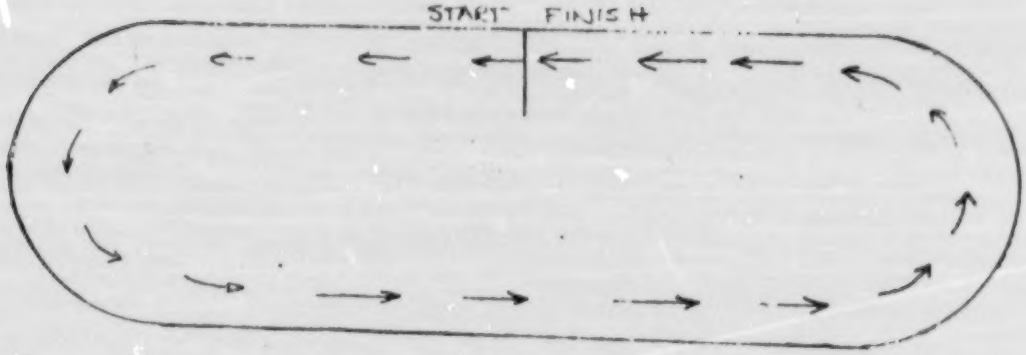
1. Speed Skating Test

a. Purpose

To measure the ability of the skater to cover a certain distance in a specific amount of time.

b. Equipment

Regulation roller rink
Starting guns or whistle
Stop watches
Finish line (floor markings)



c. Procedure

Divide the class into groups of fairly equal ability. Each skater should have someone to take and record their time when they cross the finish line. Skaters line up according to size with the shortest in the front. At the sound of the whistle all skaters go twice around the rink. Times are called out as the skaters pass across the finish line completing their second lap.

d. Scoring

As no previous records are available, the scoring is to be evaluated by each teacher according to the ability of the individual classes.

2. Zigzag Skating

a. Purpose

To measure ability to skate around obstacles, showing skills in turning in both directions and controlled skating.

b. Equipment

Roller skating rink
Stop watches
Markers (cones)

Three markers (cones, chairs etc.) are placed in a straight line 10 feet apart. First marker is 10 feet from the starting line. Overall distance from the starting line to the last marker is 30 feet.

c. Procedure

Stand behind starting line. On the signal "Ready, Go," skate to the right of the first obstacle, and to the left of the second obstacle and continue alternating around last obstacle and return. Each skater is allowed one practice trial and two scoring trials.

d. Scoring

Score is the time in seconds and tenths that it takes to make a complete circuit around the obstacles and return. The better of the two trials is recorded. Since this is a new area of study there have been no accurate standards to go by, and scoring will have to be evaluated and determined by the teacher and the ability of the classes.

3. Dance Routine

a. Purpose

To evaluate by observation the ability of the skater to execute skills, ability, coordination and creativity in the area of skating to music.

b. Equipment

Roller skating rink
Music (phonograph, tape recorder etc.)

c. Procedure

Each student is to perform an individually created dance to music.

d. Scoring

Evaluated by teacher observation. The following points should be taken into consideration on the evaluation:

(1) Balance
(2) Posture
(3) Timing
(4) Grace
(5) Ability to perform
(6) Agility

4. Dance Test -- Progressive Tango

a. Purpose

To measure ability to learn and execute the dance steps in the Progressive Tango.

b. Equipment

Roller skating rink
Music: Tango 4/4

c. Procedure

Skaters are to perform the following dance steps:

(1) Left
(2) Right
(3) Left — Opening
(4) Right
(5) Run-left, right, left
(6) Cross right foot over left
(7) Run-left, right, left
(8) Cross right foot over left
(9) Run-left, right, left
(10) Front and back toe points with right foot
(11) Run-right, left, right
(12) Front and back toe points with left foot
Repeat dance

Opening
Steps to be skated either to four or eight beats.
The first step, count 1, after the introduction.
Skaters to be in Side B or Cross Arms in front position for dance.
Corner
The following four steps make up a corner sequence of the dance.
Step No. 1 LOF-1 beat
Step No. 2 RIF-1 beat
Step No. 3 LOF-2 beats
Step No. 4 XF-RIF-2 beats

Straightaway
Step No. 5 LOF-1 beat
Step No. 6 RIF-1 beat
Step No. 7 LOIF-6 beats
Step No. 8 ROF-1 beat
Step No. 9 LIF-1 beat
Step No.10 ROIF-6 beats

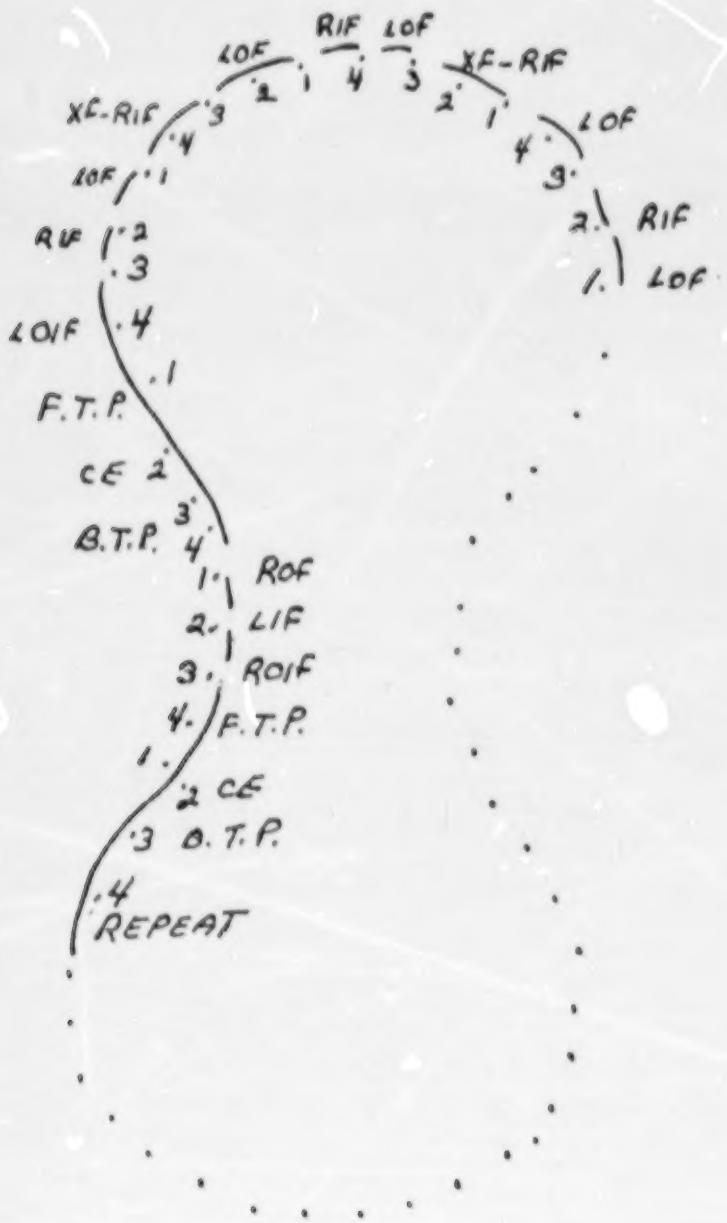
There is a toe point, forward and back on each of the 6 beat edges of the straightaway. Both are points not kicks. The point is not to be exaggerated but done equal distance in both front and back. The outside toe roller touches the floor lightly in front on the beat and in direct line with the (outside edge) skating foot for the front toe point. The inside toe roller touches the floor behind and directly in line with the skating foot (on inside edge) for back toe point. Note there is a change of edge of the skating foot between front and back points.

d. Scoring

0.....Not skated
10-19.....Incomplete
20-29.....Badly skated
30-39.....Poor
40-49.....Minimum
50-59.....Mediocre
60-69.....Fair
70-79.....Good
80-89.....Very good
90-99.....Excellent
100.....Perfect

Scoring for this dance test is done objectively by teacher observation.

e. Progressive Rango Diagram



ABBREVIATIONS

R - Right foot
L - Left foot
O - Outside Edge
I - Inside Edge
CE - Change of Edge
F - Forward
B - Backward
XF - Crossed in front
XB - Crossed in back
FTP-Front toe point
BTP-Back toe point

f. Progressive Tango -- Work Sheet for Dance Steps

(1) Left
(2) Right
(3) Left
(4) Right
(5) Run-left, right, left
(6) Cross right foot over left
(7) Run-left, right, left
(8) Cross right foot over left
(9) Run-left, right, left
(10) Front and back toe points with right foot
(11) Run-right, left, right
(12) Front and back toe points with left foot
Repeat dance

5. Figure Eight

a. Purpose

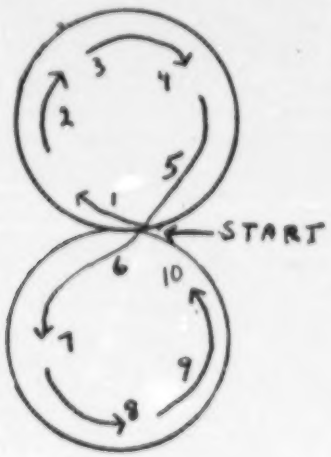
To measure ability to trace a figure eight on skates.

b. Equipment

Roller skating rink
Outline of figure eight

c. Procedure

Start skating with weight on the lead foot and begin tracing the figure eight by making one complete circle on that foot. When the circle is completed change to the other foot and continue tracing the figure eight by completing the circle on that foot. If necessary, the skater may use free foot to help push around the figure eight.



d. Scoring

To be done objectively by each teacher.

B. Work Sheet for Students

1. Suggested Sequence

1st Week	Get acquainted. Tell how to select and care for skates. Explain safety rules for roller skating. Show how to stop quickly. Learn first aid for skaters.
2nd Week	Learn basic skating form in all directions.
3rd Week	Learn to skate with a partner forward, backward, and in dance position.
4th Week	Learn to play and teach one skating game.
5th Week	Learn to keep time with music, and the opening of dance. (Progressive Tango)
6th Week	Learn the center part of the dance.
7th Week	Learn the complete dance to music.
8th Week	Learn the figure eight, one complete circle on each foot.
9th Week	Explain and review everything that was taught and give final te

2. Safety Rules

a. Skate slowly
b. Don't stop at rail on skating floor
c. Don't sit on rails
d. Show consideration to all skaters
e. Get up immediately if you fall
f. Skate in correct direction
g. Don't go under rails
h. Don't take food or drink on floor

3. Care and Selection of Skates

a. Select proper size
b. Keep skates clean
c. Check unusual noise or bumps
d. Oil wheels three times a year

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